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ABSTRACT

This manual provides guidelines for both teachers and students, developed by the Texas Education Agency for their program of crime prevention and drug education. It enumerates the necessary teacher competencies in skills and attitudes in the secondary school, directed toward bringing about desired student activities. A glossary of pertinent terms is also included. (Author)

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A Framework for Crime Prevention and Drug Education in Texas:

Desirable Teacher Competencies

Texas Education Agency
Austin, Texas
June 1975

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CG 011124

A FRAMEWORK FOR CRIME PREVENTION AND DRUG EDUCATION IN TEXAS: DESIRABLE TEACHER COMPETENCIES

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Division of Crime Prevention
and Drug Education
Texas Education Agency
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FOREWORD

This document identifies the competencies that teachers need in order to provide educational experiences for students as described in the Texas Education Agency publication, A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes.

A Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies can be used as a guide for school districts, teacher education institutions, teachers, and teacher education students in planning preservice, inservice, and professional growth programs.

This publication was developed under contract with the University of Houston and with the assistance and cooperation of the Texas Education Agency staff, teacher educators, counselor educators, public school administrators, and college administrators from across the state. It is our hope that the information in this publication will foster continuing efforts in staff development which will result in effective crime prevention and drug education programs.

M. L. Brockette
Commissioner of Education

ACKNOWLEDGEMENTS

Under contract with the Texas Education Agency, the University of Houston developed *A Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies*. The competencies identified are those determined necessary to implement the Texas Education Agency guidelines for public schools, *A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes*.

Recognition should be given to the University of Houston staff, Donald D. Edwards, Nancy A Potter, and Carol Callender, who developed the document.

The Texas Education Agency staff, teacher educators, counselor educators, public school and college administrators from across the state helped to provide the initial content and reviewed the first draft of the document.

Other sources of value included: Doing Drug Education: The Role of the School Teacher, published by the Southern Regional Education Board, Atlanta, Georgia; and the Florida Catalog of Teacher Competencies, published by Florida State University, Tallahasse, Florida.

CONTENTS

Overview 1

Uses of Document 2

Organization of Document 4

Goals of Public School Education in Texas. 5

Section I. The Teacher as an Effective Person. 6

. Self-Self

. Self-Other

Section II. The Teacher as a Facilitator of Learning. . . 12

. Generic (General) Skills

. Process Skills

. Resource Skills

Glossary 27

Bibliography 30

OVERVIEW

The purpose of the crime prevention and drug education program is to provide a variety of educational experiences for students designed to increase self-esteem, develop the capacity to relate to others, and increase skills in decision-making and values clarification. These outcomes have been enumerated in a prior publication, *A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes*. The student outcomes are presented in four main areas: decision-making, including values clarification; interpersonal relations; attitudes toward and knowledge about crime and juvenile delinquency; and attitudes toward and knowledge about drugs. In light of this focus upon affective outcomes and increased knowledge components, teachers involved in crime prevention and drug education will need highly developed competencies to bring about the stated student outcomes. The competencies identified are applicable to all teachers. It is the purpose of this booklet to enumerate these competencies as a guide for institutions in Texas involved in preservice teacher education, for school districts charged with identifying and retraining members of existing faculties, as well as for self-evaluation by teachers.

To be effective, the focus of crime prevention and drug education has to be more than a temporary response to an immediate crisis. Programs must be made relevant to the needs of a changing society. They must not only help students handle experiences currently encountered, but also to anticipate experiences they may face in the future. To bring this about, teachers are being asked to influence student behavior. This necessitates that the teacher utilize an active preventative approach involving the development of decision-making skills including values clarification and interpersonal relation skills (proactive stance). It also implies that the teacher serve as a role model of the behaviors necessary to cope with the needs of a changing society and that the classroom environment be such that students are allowed and encouraged to develop interpersonal skills, to speak freely about matters of concern or interest to them, and to take an active part in making decisions about matters affecting them.

As a companion to "Desirable Student Outcomes," this booklet, *A Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies*, enumerates teacher competencies directed at bringing about the desired student outcomes. It is but the next step in bringing about the most effective crime prevention and drug education programs to the students of Texas schools.

USES OF DOCUMENT

There are several different ways in which A *Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies* can be used as a tool for specifying teacher training objectives at a variety of levels. Teacher education institutions may use the document to plan preservice training. School districts may use the document as a basis of inservice training and as a guide for hiring policies. Teacher education institutions and school districts which do not have a crime prevention and drug education training program may use the document as a basis for developing a program. Institutions and school districts that are currently operating a program without clearly stated objectives may use it to clarify the purpose of their program. Districts and institutions that already have operating programs can use the competencies to evaluate, expand, revise, or shift their program emphasis.

Teachers and teacher education students may use the document as a guide in assessment of their own competencies as teachers and in clarifying areas of focus in their personal and professional development.

Use of Document by Teacher Education Institutions

This document is primarily intended as a guide for teacher education institutions in planning preservice and inservice crime prevention and drug education teacher preparation programs. It is not meant to be all inclusive, nor is it intended to be a complete package ready for implementation. It is hoped that each institution using this document will adapt the "Framework's" concepts to meet its own particular needs.

Some specific recommendations for use are listed below:

- as an impetus for curriculum planners in identifying both general and specific teacher competencies for new programs
- as a resource for the identification of competencies to be added to existing programs
- as a guide for the identification of broad competency areas as well as more specific competency statements.

Use of Document by Public School Administrators

Administrators may use "Desirable Teacher Competencies" to assist the school board in formulating policies governing the crime prevention and drug education inservice training program.

Following formulation and approval of policies governing the operation of the program, the administrators may wish to:

- select competency areas that seem amenable to inservice training
- devise tasks and activities to increase degree of proficiency on particular competencies.

Use of Document by Public School Teachers and Teacher Education Students

In a process of personal and professional self evaluation, a teacher or teacher education student may use the document by:

- identifying those competencies already mastered.
- selecting those competencies that can be mastered by reasonable effort in a short-term period.
- designing short-term strategies to master appropriate competencies.
- identifying those competencies that can be mastered only by long-term effort.
- designing flexible long-term strategies for appropriate competencies.

ORGANIZATION OF DOCUMENT

Categories of Teacher Competencies

The teacher competencies listed in this document are divided into two main categories. The first of these categories focuses upon the person of the teacher while the second category focuses upon teaching related competencies.

Section 1. "The Teacher as an Effective Person" is divided into two sub-sections which relate to the intra- and inter-personal functioning of the teacher. Both sections contain broad competency statements, each of which is followed by several statements which are more specific in nature.

Section 2. "The Teacher as a Facilitator of Learning" is divided into three sub-sections which relate to skill areas of the teacher.

Relationship of Teacher Competencies to Student Outcomes

Section 2 of this document is organized in such a way that the teacher competencies are listed with the corresponding student outcomes they are designed to bring about. These student outcomes are those found in *A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes.* The numbering of the student outcomes in Section 2 cross references to the student outcomes found in "Desirable Student Outcomes." The student outcomes, followed by letters, are presented as additional desirable student outcomes. The letters and numbers contained in the brackets are references to the Goals for Public School Education in Texas adopted by the State Board of Education on October 3, 1970, and revised April 4, 1973.

GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS

I. STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

A. Intellectual Discipline

1. Knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
2. Skill in the logical processes of search, analysis, evaluation, and problem solving.
3. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

B. Economic and Occupational Competence

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
3. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases,and obtaining desirable employment.

C. Citizenship and Political Understanding and Competence

1. Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship.
2. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
3. Competence in judging the merits of competing political ideologies and candidates for political position.

D. Physical and Environmental Health, and Ecological Balance

1. Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
2. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
3. Competence in recognizing and preventing environmental, ecological, and health problems.

E. Appreciation of Culture, Language, and Life Style Diversities and Their Corresponding Aesthetic Values

1. Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.
2. Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism.

F. Competence in Personal and Social Relations

1. Knowledge about basic psychological, sociological, and cultural factors affecting human behavior.
2. Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
3. Competence for adjusting to changes in personal status and social patterns.

G. Use of Leisure Time

Competence and skill in creative and responsible use of leisure time.

II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

A. The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.

B. Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.

C. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.

D. The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

III. ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

Spring 1973

Texas Education Agency

Adopted October 3, 1970
Revised April 14, 1973
The State Board of Education

SECTION I. THE TEACHER AS AN EFFECTIVE PERSON

To be an effective teacher, an individual must first be an effective person. As Fuller's [1] "teacher concerns model" points out, the initial concerns of most teacher trainees center on self, followed by concern about self as teacher, and finally moving to more mature concerns about pupils. To have the mature concern of an effective teacher, one must have resolved concerns about self and self in relation to others. Concerns about self, however, may not remain resolved. Concerns may change as life situations change and may have to be resolved again and again in order for the individual to mature as an effective person and as an effective teacher. For this reason many of the competencies listed here are in the area of life skills, such as decision-making and values clarification, which may be used over and over again as changing life situations require.

Competencies listed in this first section focus on the development of the teacher, or student in teacher training, primarily as an effective person and secondarily as an effective teacher dealing with both personal and interpersonal concerns. The section is further divided into two sub-sections: Self-Self and Self-Other. The following is a brief description of the competencies included in each sub-section:

. Self-Self

Competencies included in this sub-section are those that focus upon intrapersonal awareness --- the awareness of one's own needs, interests, abilities, desires, attitudes, and values. Such self understanding forms the basis for effective decision-making, problem solving and the interpersonal skills of understanding, communicating with, and helping others.

. Self-Other

Competencies included in this sub-section are those that focus upon interpersonal awareness --- the awareness of others' needs, interests, abilities, desires, attitudes, and values. Such interpersonal understanding forms the basis for meaningful interpersonal relationships, for the ability to be facilitative and helping to others.

[1] Frances F. Fuller, Personalized Education for Teacher, (Austin: The Research and Development Center for Teacher Education, 1970).

THE TEACHER AS AN EFFECTIVE PERSON
(SELF-SELF)

Teacher Competency

1.1 The teacher is able to identify motives for behavior, beliefs, feelings, and present predispositions.

A. The teacher can identify reasons for actions in a given situation.
B. The teacher is able to identify those instances when a culturally oriented belief is a motive for behavior.
C. The teacher is able to identify the effects of cultural heritage on feelings in a given situation.

1.2 The teacher is able to clarify own values and how they affect actions.

A. The teacher is able to clarify own personal values relative to drug use and abuse including tobacco and alcohol.
B. The teacher is able to demonstrate an understanding of how values may affect personal action in a particular situation.

1.3 The teacher is able to identify incompatabilities in own values with those of students, general society, and specific social groups.

A. The teacher is able to identify the extent to which others are valued and respected by teacher, even though their value systems are different.
B. The teacher is able to demonstrate an understanding that values may differ from individual to individual, within a group, and from group to group.
C. The teacher is able to describe values of students, general society, and specific social groups on a given issue.
D. The teacher is able to explain how own values are the same as or different from a specific social group on the issue of drug use.

THE TEACHER AS AN EFFECTIVE PERSON
(SELF-SELF)

Teacher Competency

1.4 The teacher values the worth and dignity of self.

A. The teacher is able to identify personal strengths and weaknesses.
B. The teacher understands and accepts different personal roles played in different environments (such as home and family, work, community, school, religious)

1.5 The teacher is able to identify own environment and culture and the ways both influence attitudes toward self and others.

A. The teacher is able to identify prejudices, inconsistencies, and taboos of personal environment and culture.
B. The teacher is able to identify personal environments such as work, religious/spiritual, leisure, and how attitudes toward self and others are influenced by those environments.
C. The teacher is able to identify the influences that own culture has upon attitudes toward self and others.

1.6 The teacher uses a decision-making process in attacking problems in private and public life situations.

A. The teacher has knowledge of and can apply a decision-making process in own life.
B. The teacher is able to use the decision-making process in deciding upon non-classroom and classroom problem strategies.
C. The teacher is able to list alternatives appropriate to a particular life situation.
D. The teacher is able to analyze consequences of possible alternatives in attacking problems in own life situations.
E. The teacher is able to clarify and isolate problems in own life situations.

THE TEACHER AS AN EFFECTIVE PERSON
(SELF-OTHER)

Teacher Competency

1.7 The teacher is able to acknowledge and respond to individual differences.

- A. The teacher is able to describe unique characteristics of each student in a given set of students (simulated or real) in terms of abilities, interests, strengths, and weaknesses.
- B. The teacher is able to plan individualized learning activities appropriate for each of the students.

1.8 The teacher is able to communicate acceptance of others, responding to underlying needs rather than actual behaviors.

- A. In a given situation (simulated or real) the teacher is able to reflect underlying feelings of students.
- B. In response to a student's verbal or behavioral stimulus the teacher communicates awareness of underlying feelings.
- C. In a given situation, the teacher is able to separate the overt behaviors of the student from the person of the student.
- D. The teacher's responses to students are devoid of rejecting, caustic, "cutting" or "putting-down" remarks.

1.9 The teacher accepts cultural and subcultural differences.

- A. The teacher responds to students from different cultural or ethnic groups as individuals and not as stereotyped group members.
- B. The teacher's behavior with a group made up of different cultural representatives shows no partiality.
- C. The teacher's verbalizations do not include derogatory statements regarding cultural or ethnic groups.

1.10 The teacher is able to deal openly with the feelings of self and others.

- A. The teacher is able to identify underlying feelings of self in a given situation.
- B. The teacher is able to communicate immediate feelings without acting on them; i.e., hostile feelings can be communicated as statements of experience without being tied to hostile behavior.
- C. Teacher's communications are not inconsistent with underlying feelings; i.e., teacher does not say, "That does not bother me," when in fact it does.

Teacher Competency

D. When others' behavior is upsetting to the teacher, these feelings can be acknowledged without teacher making others "pay for their crime."
E. Teacher does not deny, belittle, or avoid feelings of others when they have been expressed.
F. The teacher responds genuinely in interactions with others.

1.11 The teacher is able to perceive accurately what others are saying and feeling based on sustained listening and observing nonverbal behavior.

A. The teacher is able to demonstrate effective attending behavior; i.e., eye-contact, relaxed posture, etc.
B. The teacher is able to accurately reflect the communication of others; i.e., the teacher's responses are interchangeable with those of the speaker.
C. The teacher is able to identify nonverbal cues to what another person is saying.
D. The teacher is able to identify inconsistencies between the speaker's verbal and nonverbal communications.
E. The teacher is aware of physical signs of tension, stress, or discomfort in others.

1.12 The teacher is aware of the effects of self when used as a role model.

A. The teacher is aware of the impact of models.
B. The teacher is aware of how models have been used in own life.
C. The teacher is able to model the behaviors which he/she expects of students.

1.13 The teacher is able to identify and interpret the influence of own verbal and nonverbal behavior on others.

A. The teacher is able to describe the type of behaviors which have an impact on children in the classroom.
B. The teacher is able to discuss impact of specific verbal and nonverbal behavior upon students in critiquing videotapes of completed lessons.

Teacher Competency

1.14 The teacher is aware of group process and dynamics.

A. The teacher is able to identify roles played by group members.
B. The teacher is able to identify personal roles played in various group settings.
C. The teacher is able to describe the process of small group development.

SECTION II. THE TEACHER AS A FACILITATOR OF LEARNING

In order to help students handle their personal lives more successfully in a society where external codes of behavior are rapidly changing, an effective teacher must serve more as a facilitator of learning than as an imparter of knowledge. As a facilitator or helper, the teacher must maintain a pattern of behavior which is generally supportive, encouraging, and accepting. The teacher is a partner in the learning process and acts as a resource person to the student. The teacher is not only aware of and able to model effective intrapersonal and interpersonal skills but can, additionally, relate to and provide experiences for students which promote their movement toward possessing such skills.

This section is divided into three sub-sections: generic skills, process skills, and resource skills. Following are brief descriptions of each sub-section:

. Generic Skills (General or Basic)

  Competencies listed here enable the establishment of some core conditions essential to the facilitation of learning and growth regardless of subject matter being taught. They speak to the importance of the communication of respect, genuineness, supportiveness, and empathic understanding.

. Process Skills

  Competencies listed in this section concern skills that are facilitative or helping skills that go beyond dissemination of information to facilitate student understanding of drug and crime problems and student acquisition of life skills competencies for dealing with these and other problems.

. Resource Skills

  Competencies in this section include the ability to identify, utilize, discuss, and direct students to resource materials and persons helpful in crime prevention and drug education.

THE TEACHER AS A FACILITATOR OF LEARNING
(GENERIC)

Teacher Competency	Student Outcome
2.1 The teacher is able to provide opportunities for successful school experiences which develop a positive pupil self-image. 2.2 The teacher is able to help students explore and develop their interests. 2.3 The teacher is able to identify and reinforce positive student achievement.	(1.5) The student values his/her own worth and dignity. [F1, F2, F3]
2.4 The teacher accepts different life styles. 2.5 The teacher is able to deal openly with individual differences in a non-judgmental manner.	(1.6) The student values the worth and dignity of the individual. [F1, F2, F3] (1.7) The student values the individual's rights and responsibilities for a self-determined life-style. [F1, F2, F3]
2.6 The teacher is able to identify biases in own belief system and analyze ways to overcome these biases affecting own relationships with students.	(1.13) The student values the absence of labeling (stereotyping) of peers and others. [F2]
2.7 The teacher is able to exhibit behavior in the classroom which is generally empathic, positively reinforcing, accepting, and generally learner supportive.	(A.) The student is able to freely express ideas and opinions as they relate to crime, drug use, and other social issues. [FZ]

Teacher Competency	Student Outcome
2.9 The teacher has knowledge of and is able to implement methods for facilitating open communication and eliminating barriers to effective communication. 2.10 The teacher is able to conduct discussions of controversial issues and facilitate students' free expression of opinions.	(B.) The student is able to respond to the expression of ideas and opinions of peers in a non-judgmental manner. [FZ]

THE TEACHER AS A FACILITATOR OF LEARNING
(PROCESS SKILLS)

Teacher Competency	Student Outcome	
2.11 The teacher is able to recognize gross symptoms of drug abuse. 2.12 The teacher has knowledge of effects of drug use on the economic, physical, social and psychological well-being of the user. 2.13 The teacher is able to help students recognize the general symptomatic effects of different drugs.	(1.1) The student values the rejection of drug use that interferes with the economic, physical, social, and psychological well-being of the user. [A3, D3]	(2.56) The student has knowledge of general symptoms and effects of different drugs. [C1] (2.62) The student comprehends typical consumer problems related to drug use. [B3, D3] (2.58) The student analyzes effects drugs have had on the history of nations. [A1, A2, D3]
2.14 The teacher is able to help students understand the democratic process and their participation in that process. 2.15 The teacher is able to help students differentiate between democratic processes and other processes (authoritarian, facist, etc.). 2.16 The teacher is able to design and implement strategies which give students responsibility in planning their own learning, in participating in instruction, and in evaluating their own progress.	(1.14) The student values citizenship in a democratic society. [A3, C1, C2, C3]	(2.32) The student comprehends duties inherent in citizenship (voting, obeying laws, working to effect change.) [C1] (2.33) The student evaluates criteria for a "good citizen." [A2, C1] (2.34) The student applies criteria of a "good citizen" to personal life. [A3, C1] (2.31) The student evaluates criteria for a sound, responsible government. [A2, C1]

THE TEACHER AS A FACILITATOR OF LEARNING
(PROCESS SKILLS)

Teacher Competency	Student Outcome	
2.16 The teacher is able to conduct learning experiences in which students explore the origins and development of values, attitudes and beliefs, how they change, and the impact they have on human relationships.		(2.3) The student comprehends a values clarification process. [A2]
		(2.4) The student comprehends what a value is. [A2, F2]
2.17 The teacher can apply several different techniques which can be used for individual and group values clarification.		(2.5) The student analyzes situations to identify individual, family, and group values in them. [A2, F2]
2.18 The teacher has knowledge of the effects of individual, family, and peer pressure upon student decisions.	(1.4) The student values the use of values clarification process when confronted with decisions. [A3]	(2.7) The student evaluates his/her own values with regard to crime and drug issues. [A2, D3]
2.19 The teacher is able to conduct activities in which individual, peer, and other pressure on the student's value, actions, and decisions are made evident.		(2.8) The student synthesizes a statement of belief that accurately reflects his/her values. [A3]
2.20 The teacher is able to conduct value clarification exercises. (Simon[1], etc.)		

[1] Simon, Sidney B.; Howe, Leland; Kirschenbaum, Howard. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, Inc., 1972.

Teacher Competency	Student Outcome	
2.21 The teacher is able to prepare students for impending changes. 2.22 The teacher has knowledge of patterns of change in society and the impact of change upon the individual. 2.23 The teacher is able to facilitate student analysis and evaluation of current trends in our changing society. 2.24 The teacher is able to help students interpret role habits in terms of individual and societal needs.	(1.8-1.9) The student responds with flexibility to a changing society and to new experiences and information by being willing to alter or defend personal value positions and decisions. [A3, F3]	(2.12) The student comprehends individual and social patterns of behavior. [F2] (2.13) The student comprehends ways in which personality is developed and modified. [F1, F2] (2.20) The student comprehends societal factors that contribute to crime and drug abuse. [D3, F2] (2.22) The student evaluates the fundamental impact that crime and drug abuse are having on society and that they will have on society of the future. [A2, D3, F2] (2.23) The student evaluates current social change and synthesizes an objective viewpoint toward the changing environment. [A2, F3] (2.24) The student evaluates the impact general societal influences have on individuals (advertising, mass media, life styles). [A2, F2] (2.49) The student comprehends the impact of crime and its effects upon the individual's daily life. [C1]

Teacher Competency	Student Outcome	
		(2.50-2.63) The student analyzes current trends and projections with respect to juvenile delinquency, crime, and new drugs. [A2, C1, D3] (2.51-2.64) The student synthesizes ways to deal with drug usage and crime (crimes against property, income tax evasion, victimless crimes) now and in the future. [A2, C1, D3]
2.25 The teacher is able to conduct activities which require decision-making by students. 2.26 The teacher has knowledge of decision-making models. (Krumboltz,[2] Carkhuff,[3] etc.) 2.27 The teacher is able to structure group activities in which the group must make decisions about objectives and tasks, about division of responsibilities and leadership; then provide feedback by which students can describe and analyze their decision-making activities.	(1.2-1.3) The student values the use of a decision-making process when confronted with controversial issues in group settings and in attacking problems encountered in life situations. [A3]	(2.1) The student comprehends criteria used to identify a critical decision. [A2] (2.2) The student comprehends a decision-making process. [A2] (2.6) The student applies a decision-making process in life situations. [A3]

[2] Krumboltz, John D. and Baker, Ronald D. "Behavioral Counseling for Vocational Decisions," in Career Guidance for a New Age, ed. by Henry Borow. Boston: Houghton Mifflin Company, 1973.

[3] Carkhuff, Robert R. The Art of Problem Solving. Amherst, Massachusetts: Human Resource Development Press, 1973.

Teacher Competency	Student Outcome	
2.28 The teacher is able to conduct activities to help students identify roles played by self and others in different situations.		(2.19) The student evaluates responsibilities inherent in being a person, a family member, a member of society. [A3, F2, F3]
2.29 The teacher is able to facilitate student understanding of the responsibilities inherent in the various roles in which the student is involved.	(1.12) The student values socially constructive and personally gratifying roles for self. [A3, F2, F3, G]	(2.35) The student analyzes the relationship between being a citizen and being a member of a school, family, community, and society. [A2, C1]
2.30 The teacher is able to facilitate student identification and selection of self enhancing roles.		(2.15-2.16) The student analyzes the roles of work and leisure in an individual's life. [A2, B2, D2, G]
2.31 The teacher is able to facilitate students' identification and understanding of the interrelationship between various personal roles.		(C) The student comprehends the interrelationships between roles played and responsibilities inherent in the various roles. [B1, C1, F1, G]
2.32 The teacher is able to facilitate small task and experiential group activities. A. The teacher is able to identify constructive and destructive roles of group members. B. The teacher is able to identify group needs and provide growth-enhancing assistance.	(D) The student has a basic understanding of group process and dynamics.	

PROCESS SKILLS

Teacher Competency	Student Outcome	
2.33 The teacher is able to help students understand the function of laws in a democratic society, as well as how laws are enacted and changed.	(E) The student has a basic understanding of legal policies and processes in our society and the consequences of illegal actions. [C1]	(2.26) The student comprehends underlying principles in court cases that affect individual rights. [C1] (2.47) The student analyzes public attitudes reflected in current laws and policies. [A2, C1] (2.30) The student comprehends the nature and function of laws. [C1] (2.67) The student comprehends school policy governing drug use, possession, or sale on campus. [C1, D3] (2.46) The student comprehends the realities and specific consequences of criminal and delinquent behavior at the city, state, and federal levels. [C1]
2.34 The teacher has knowledge of basic terminology related to drug abuse and crime and is able to relate terminology to factual information. 2.35 The teacher is able to help students understand various definitions of drugs and crime and then to synthesize their own personal definitions.	(2.53) The student synthesizes a personal definition of drug and crime. [A2, D1]	(2.52) The student comprehends various definitions of drugs and differences among definitions. [D1] (2.39-2.36) The student comprehends definitions of crime and juvenile delinquency. [C1]

Teacher Competency	Student Outcome	
		(2.37-2.40-2.42-2.55) The student has knowledge of basic terms and procedures related to: crime; juvenile delinquency; the adult judicial system; and drug use, misuse, and abuse. (felony, misdemeanor, probation, parole, habitual, age of accountability, runaway, fugitive children, addiction, dependency, etc.)
2.36 The teacher has knowledge of individual rights and responsibilities under federal, state, and local laws, and school policies and regulations.		(2.25) The student comprehends the basic rights guaranteed a citizen by the Constitution ("due process of law," 14th Amendment to the Constitution). [C1]
2.37 The teacher is able to design and implement activities that facilitate student analysis of legal rights and responsibilities.	(1.7) The student values the individual's rights and responsibilities for a self-determined life style. [F1, F2, F3]	(2.27) The student comprehends the rights of persons accused of crimes. [C1]
		(2.28) The student has knowledge of resources available if a crime is committed against an individual. [C1]
		(2.29) The student analyzes the reciprocal nature that exists between legal rights and legal responsibilities. [A2, C1]

PROCESS SKILLS

Teacher Competency	Student Outcome	
	(F) The student has a basic understanding of legal rights and responsibilities, the protections and penalties provided by law, and particularly those provisions pertinent to students and juveniles. [C1]	(2.38) The student comprehends rights and protections afforded juveniles including juvenile court procedures. [C1] (2.44) The student comprehends school policy regarding infraction of school rules and regulations. [C1] (2.45) The student comprehends school policies governing non-school related delinquent behavior. [C1] (2.68) The student has knowledge of penalties and other pertinent provisions of local, state, and federal laws related to drug use. [C1, D3]
2.38 The teacher is able to help students explore alternatives to drugs in dealing with stress. 2.39 The teacher is able to help students to gain an understanding of self-needs and motivations and coping mechanisms appropriate to those needs and motivations. 2.40 The teacher is able to recognize students who are having difficulty in coping with stressful situations.	(1.11) The student values constructive life-fulfilling alternatives to crime and drug abuse in dealing with stress. [A3, F3, G]	(2.9) The student evaluates alternatives to crime and drug abuse. [A3, F3, G] (2.11) The student has knowledge of different techniques frequently employed to deal with various levels of stress. [F2]

PROCESS SKILLS

Teacher Competency	Student Outcome	
		(2.17) The student has knowledge of reasons individuals experiment or may possibly become involved in criminal activities and/or drug abuse. [F1, F2]
		(2.18) The student has knowledge of dysfunctional behavior patterns. [F1, F2]
2.41 The teacher is able to help students understand the individual and social forces that contribute to criminal activities and/or drug use as a way of meeting one's needs.		(2.21) The student analyzes patterns of crime and drug use and misuse as they relate to life styles. [D3, F1, F2]
		(2.10) The student has knowledge of the physical, social, and psychological stages of human growth and development and their interrelationships. [D1, F1]
	(2.17) The student has knowledge of reasons individuals experiment or may possibly become involved in criminal activities and/or drug use. [F1, F2]	(2.14) The student analyzes various stages of growth and development as they relate to crime, drug abuse, and drug use. [A2, D3, F1]
		(2.72) The student analyzes the ways in which drugs contribute to our society by preventing disease, relieving pain, and aiding body functions. [A2, D1]
		(2.20) The student comprehends societal factors that contribute to crime and drug abuse. [D3, F2]

THE TEACHER AS A FACILITATOR OF LEARNING
(RESOURCE SKILLS)

Teacher Competency	Student Outcome	
2.42 The teacher is able to utilize appropriate teaching techniques when providing learning experiences for students; i.e., role playing, group discussion, fishbowl, brainstorming, etc.		(2.48) The student has knowledge of basic principles included in major crime commission reports. [C1]
2.43 The teacher is able to utilize appropriate resources when providing learning experiences for students; i.e., films, learning packages, learning activity centers, field trips, speakers, reading, etc.		
2.44 The teacher is able to identify and/or discuss resources which analyze the impact of various drugs upon the user.	(G) The student has knowledge of basic factual information concerning crime and drug abuse and/or is able to utilize resources which give such information. [D1, D3]	(2.60) The student has knowledge of basic principles included in major drug commission reports. [D3]
2.45 The teacher is able to direct students to sources for information about drug abuse and crime.		(2.59) The student has knowledge of some of the major research findings relating to drug use and abuse. [D3]
		(2.61) The student has knowledge of some of the major local, state, regional, national, and international developments concerning drugs. [D3]

Teacher Competency	Student Outcome	
		(2.54) The student has knowledge of the classification systems for commonly used drugs. [D1] (2.57) The student has knowledge of the historical background of drugs. [A1, D1]
2.46 The teacher has knowledge of resources concerning federal, state, and local efforts to control crime and drug abuse; i.e., local rehabilitation efforts, materials directed at prevention, local laws, school regulations.	(1.10) The student responds to efforts to control crime and drug abuse through prevention, intervention, treatment, rehabilitation, and law enforcement. [D3]	(2.65-2.42) The student has knowledge of community services for drug abusers, juvenile delinquents, and criminals (counseling treatment, rehabilitation, correction, law enforcement, legal aid, prevention, and education) and procedures for utilizing the services. [D3] (2.66-2.43) The student has knowledge of community resources where students may volunteer to help persons with drug related and other problems. [D3] (2.69) The student has knowledge of some current controls on international drug trafficking. [C1, D3]

Teacher Competency	Student Outcome	
		(2.70) The student has knowledge of the background of legislative efforts in order to understand current drug laws, policies, and public attitudes they reflect. [C1, D3]
		(2.71) The student has knowledge of legislation designed to protect the consumer in the use of drugs, including household chemical substances. [B1, D3]

G L O S S A R Y

CRIME - wrongful act that causes injury or harm to a person or to property; an act that harms or endangers a public interest that society protects; violation of criminal law.

CRIME PREVENTION EDUCATION - a planned educational effort to enhance awareness, understanding, and interpretation of the individual's rights and responsibilities to himself/herself and others as he/she moves toward fulfilling citizenship.

CRITICAL DECISION[1] - a decision facing a person that has long-range significance affecting his/her ultimate satisfaction or welfare.

Criteria for determining whether a decision is critical:
(1) What will happen as a result of the decision
(2) What the decision maker values

DECISION-MAKING PROCESS[1] - the steps in a decision-making process are:
(1) Recognizing when a decision exists that is critical
(2) Determining goals by clarifying personal values
(3) Considering alternatives to reaching those goals
(4) Getting information leading to other alternatives, probabilities of success, or risks
(5) Considering the risks involved in each alternative in relation to a person's own idea of success
(6) Making the decision using the most effective strategy (or plan) in deciding

DRUG - any substance which by its chemical nature alters structure or function in the living organism.

DRUG ABUSE - the use of a drug for non-medical or non-scientific purposes, with the potentiality of harm to the user or to society.

DRUG EDUCATION - an educational approach that seeks to help students develop a framework of knowledge and values enabling them to make decisions with respect to drug usage so that the incidence of drug misuse and/or abuse will be minimized.

DRUG MISUSE - the use of drugs above normal, medically supervised doses.

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1 _____. Decision-Making (New York: College Entrance Examination Board, 1971).

JUVENILE DELINQUENCY - Senate Bill 111 was passed by the Sixty-third Texas Legislature and signed by Governor Dolph Briscoe on June 16, 1973.[2] Sections 51.02 and 51.03 of Senate Bill 111 define juvenile delinquency through three terms: child, delinquent conduct and conduct indicating a need for supervision.

Child means a person who is:

(A) ten years of age or older and under 17 years of age; or
(B) seventeen years of age or older and under 18 years of age who is alleged or found to have engaged in delinquent conduct or conduct indicating a need for supervision as a result of acts committed before becoming 17 years of age.

Delinquent conduct is conduct, other than a traffic offense, that violates:

(1) a penal law of this state punishable by imprisonment or by confinement in jail; or
(2) a reasonable and lawful order of a juvenile court.

Conduct indicating a need for supervision is:

(1) conduct, other than a traffic offense, that on three or more occasions violates either of the following:
  (A) the penal laws of this state of the grade of misdemeanor that are punishable by fine only; or
  (B) the penal ordinances of any political subdivision of this state;
(2) conduct which violates the compulsory school attendance laws;
(3) the voluntary absence of a child from his home without the consent of his/her parent or guardian for a substantial length of time or without intent to return;
(4) the violation of an order of a juvenile court.

INTERPERSONAL RELATIONS - relations between two or more people which take into account the thoughts, feelings, and activities of others

STUDENT OUTCOME - what students will know, do, feel, and think

VALUE[3] - results of a valuing process, something that satisfies all seven criteria of a values clarification process

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[2] Senate Bill 111 is presently being codified into the Annotated Vernon Civil Statutes.

[3] Raths, L. E., Harmin, M., Simon, S. B. Values and Teaching (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966).

VALUES CLARIFICATION (VALUING) PROCESS[3] - the seven steps in a values clarification process or the seven criteria for testing a value are:

"Choosing:
(1) Freely
(2) From alternatives
(3) After thoughtful consideration of the consequences of each alternative

Prizing:
(4) Cherishing, being happy with the choice
(5) Willing to affirm the choice publicly

Acting:
(6) Doing something with the choice
(7) Repeatedly, in some pattern of life"

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[3] Raths, L. E., Harmin, M., Simon, S. B. Values and Teaching (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966).

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